

Lancasterian Primary School

Spiritual, Moral, Social and Cultural Development Policy



Version No.	Date	Approved by	Review Frequency	Review Date
1	Oct 2016	SLT	+3 Years	Sept 2019

1 INTRODUCTION

1.1 Statement of Intent

The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural Development (SMSC development) was first introduced in the 1988 Education Reform Act. The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:-

- *Promotes the spiritual, moral, social and cultural development of pupils at the school and of society and;*
- *Prepares pupils for the opportunities, responsibilities and experiences of adult life.*

At Lancasterian Primary School we see SMSC development as a core part of the education that we aim to deliver. This is reflected in our school vision statement where we explicitly state our aim to *welcome* children to Lancasterian Primary School, a *safe learning environment* where we have *high expectations, everybody is included and creativity is valued*. We recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn, achieve and fulfil their potential.

We therefore aim to provide an education that gives pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, standards of personal behaviour, attitudes towards other people, understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We also actively promote fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This policy outlines how we achieve this.

1.2 Objectives of this Policy

To ensure that the whole school community understands:

- the meaning of SMSC and the benefits it brings to learners at Lancasterian Primary School;
- the role each of us plays in relation to SMSC development and how we implement it at various levels;
- how we monitor SMSC;

2 DEFINITION

2.1 What is SMSC?

Definitions of SMSC have generally proven wide-ranging, difficult to agree and sometimes controversial. At Lancasterian Primary School we use the following definitions:

Spiritual Development

This is about the person that I really am inside, the person that no other human being knows but me. It is about taking time to think about and try to understand the meaning of my life and my experiences. It may be linked to praying and my religion, if I follow one, or it may not.

Moral Development

This is about understanding the difference between good and bad, right and wrong. It is about how I look after myself and behave towards others. It is also about understanding that what I think is right or wrong may not always be the same as what someone else thinks.

Social Development

This is about how I live with other people as part of a community. It is about knowing and growing skills and qualities to be a good community member including thinking about the needs of other people around me. It also about the part I play in the rules that we have all agreed to follow in order to live peacefully and happily together.

Cultural Development

This is about understanding and the identity, ideas, beliefs, values and traditions of people that I share my life with and feel that I belong with. It also means learning about the identity, ideas, beliefs, values and traditions of others. It is about understanding and respecting different ways of life in my local community, in London, in the UK and around the world.

At Lancasterian Primary School we believe that there are three core attitudes running across all aspects of SMSC which enhance its development and which we must nurture and encourage:

- self-awareness
- respect for all
- open-mindedness

2.2 Benefits of SMSC for the School Community

There are numerous benefits and outcomes to learners from SMSC development. For example, **spiritual development** can give learners a strong sense of personal ownership of their thoughts and actions. They can develop a carefully considered understanding of the world in which they live, of the choices that are available to them, their own attitudes towards the opinions and actions of others and how they wish to conduct their own lives. This can build high levels of self-worth.

Moral development can give learners a sense of right and wrong, of the impact their actions will have upon themselves and others, and the ability to stand by their decisions in the face of criticism, ridicule or opposition, or to change them in changing contexts. This can build high levels of self-confidence and determination.

Social development can give learners an understanding of their roles as members of an interactive and complex society and the ability to build and maintain sound relationships. It prompts and enables learners to work with others to take action on issues of concern and make a difference in their local and wider communities. This can build a strong sense of responsibility.

And **cultural development** can give learners an understanding and appreciation of traditions and values, the ability to participate in group activities and enjoy leisure pursuits. This can build a strong sense of belonging.

3 ROLES IN SMSC AT LANCASTERIAN PRIMARY SCHOOL

3.1 Support Staff

Support staff support and promote SMSC in numerous ways. Below are some key examples.

<p><u>Spiritual Development:</u></p> <ul style="list-style-type: none"> • Extra-curricular clubs • Listening to children’s concerns • Circle times • Small group work • Supporting in PSHE lessons • Nurturing 1:1 relationships with children • Being able to be more relaxed and informal with children than teachers can • Being receptive to issues that children may bring to them 	<p><u>Moral Development:</u></p> <ul style="list-style-type: none"> • Implementation of Golden Rules, including referring to them when children behave inappropriately • Extra-curricular clubs • Listening to children’s concerns • Behaviour management and use of traffic light system • Modelling good behaviour at all times • Circle times • House Points • Small group work • Playtime/lunchtime duties • Role modelling
<p><u>Social Development:</u></p> <ul style="list-style-type: none"> • Extra-curricular clubs • Listening to children’s concerns • Circle times • Small group work • Playtime/lunchtime duties • Role modelling • Setting up buddies in class for lonely children 	<p><u>Cultural Development:</u></p> <ul style="list-style-type: none"> • Reading a diverse range of books with the children • Discussing problems related to culture and identity • Supporting in Topic • Role modelling (range of ethnicities working together)

3.2 Teachers

Teachers support and promote SMSC in numerous ways. Below are some key examples.

<p><u>Spiritual Development:</u></p> <ul style="list-style-type: none"> • RE • Circle times • Assemblies • Talking about 'awe and wonder' in all aspects of learning; drawing children’s attention to the wonderful/fascinating/ unusual things found in the world • Linking children’s own shared human experiences in life and how they are similar to those around them, but different also i.e. holidays, festivals, birthdays • Taking time to enjoy quiet and reflection everyday by: listening to music during registration; playing games where children have to use their senses whilst remaining silent; taking enjoyment in singing; and being aware of relaxing our bodies, i.e. deep breaths • Expressive dance PE sessions • Topic • Exploring non-religious beliefs in conflicting/challenging situations & understanding how or why we behave the way we do – is it learnt or from pressure from others to conform? • Self-portraits – reflection on who we are on the outside and the inside 	<p><u>Moral Development:</u></p> <ul style="list-style-type: none"> • Implementation of Golden Rules, including referring to them when children behave inappropriately • Literacy • PSHE • Circle times • During PE lessons through games • Behaviour management and use of traffic light system • Playtimes • Sex education • Exploring issues in reading books (e.g. What would you do if you were that character? Do you think they were right or wrong to do that? etc.) • Topic • British Values lessons • Modelling good behaviour at all times • Positive language • Encouraging children to 'talk out' their disputes/arguments with each other in a quiet area away from the rest of the group and come to a mutual understanding • Constantly reminding children to treat others as they themselves like to be treated • Embedding language to promote moral development e.g. making good/positive/wise choices, rather than labelling every action good/bad. • Use of puppets to be the voice for children to share
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	<p>a concern</p> <ul style="list-style-type: none"> • Joint work with local police • House Points
<p><u>Social Development:</u></p> <ul style="list-style-type: none"> • Topic • British Values lessons • House captains • School trips, especially Year 6 residential trip • PE sportsmanship • House Points • Referencing the Golden Rules • Turn-taking games • Skills stories and social stories • Anti-bullying week • Fundraising • Buddy groups/pals • Work around helping the environment and thinking about how we can do our bit • Discussing the implications of our actions on those around us and our group as a class • Creating our own set of class rules and creating a display as a reminder. • 'News' at start of week, a way for children to share what they have experienced over the weekend and be able to judge what sort of support they may need • Using teachers' relationship as a role models for children e.g. appropriate language for different situations, how to have healthy competitions with each other etc. 	<p><u>Cultural Development:</u></p> <ul style="list-style-type: none"> • RE • PSHE • Literacy – books from variety of cultures • Circle time discussions • International evenings • Topic • Sharing news • Telling stories linked to different places and people • Black History Month • Attendance assembly • Opportunities to talk about food/clothes/ music from different cultures e.g. during home time children are asked to dance to different music tracks from different cultures/time in history or singing songs in different languages at given opportunities in class • Cooking/eating food from different cultures e.g. during Eid etc. • Wearing different cultural clothes • Listening to different songs and music from different cultures in Topic • Role modelling (range of ethnicities working together)

3.3 Senior Leadership Team

The SLT support and promote SMSC in numerous ways. Below are some key examples.

<p><u>Across all areas of SMSC:</u></p> <ul style="list-style-type: none"> • Ensuring SMSC is embedded within our school vision statement • Prioritising relevant management decisions, particularly in relation to the School Improvement Plan • Effective budgeting to enable SMSC related activities to happen • Recruitment and deployment of staff/volunteers • The ethos we promote and tone set throughout the school • The impression given about what is seen as important • The way in which the LT work with staff/volunteers and how this filters down to the children • The role the LT play within behaviour management structures • Ensuring the school is fully equipped to be inclusive • Ensuring a broad and balanced curriculum • Assemblies • Building local partnerships 	
<p><u>Spiritual Development:</u></p> <ul style="list-style-type: none"> • Ensuring RE has a place in our curriculum 	<p><u>Moral Development:</u></p> <ul style="list-style-type: none"> • Dealing with children who have gone onto 'red' within behaviour management system and ad hoc serious incidents • Modelling appropriate and professional conduct • Implementation of Golden Rules, including referring to them when children behave inappropriately
<p><u>Social Development:</u></p> <ul style="list-style-type: none"> • Management of House Captains • Creating social opportunities for staff and the local community • Supporting the Parent Staff Association 	<p><u>Cultural Development:</u></p> <ul style="list-style-type: none"> • Creating social opportunities for staff and the local community

3.4 Governing Body

The governing body supports and promotes SMSC in numerous ways. Below are some key examples.

<u>Across all areas of SMSC:</u> <ul style="list-style-type: none">• Influence on the school vision statement• The values promoted by the governing body• Their role to ask questions and be a critical friend to the school• Influencing the curriculum• Direct links with children and families• Parent governors' role in promoting the SMSC development of parents• Monitoring of relevant policies	
<u>Spiritual Development:</u> <ul style="list-style-type: none">• Ensuring school meets RE teaching requirements	<u>Moral Development:</u> <ul style="list-style-type: none">• Personal Development, Behaviour and Welfare Committees work
<u>Social Development:</u> <ul style="list-style-type: none">• Linking parents with services available to them	<u>Cultural Development:</u> <ul style="list-style-type: none">• Ensuring that the focus of the school is on more than just floor standards• Advocating for minorities

4 SMSC MONITORING

Rather than create additional bespoke SMSC monitoring systems, SMSC is largely monitored by systems already embedded to check and evaluate day to day practice within various areas of school life. So, for example, the school's success in promoting the moral development of children is monitored in one way through behaviour reports submitted systematically to the governing body Personal Development, Behaviour and Welfare Committee once per term. Similarly, monitoring of social development is done through work carried out by the House Captains. We also monitor teaching and learning in relation to SMSC through the range of monitoring systems that we have in the school, such as lesson observations, book scrutinies and planning checks.

However, specific monitoring of SMSC at the school in order to gain an overview of how well we are ensuring the children's development in this area as a whole does happen through:

- the creation of this policy;
- the reviewing of this policy every three years; and
- the periodic reporting on issues relating to SMSC to the governing body's Personal Development, Behaviour and Welfare Committee.